

Differentiated Reader Response Activities for Demonstrating Comprehension

The following response activities are designed to provide students with a variety of ways to demonstrate their understanding of their independent reading. There are two **choices** for each of the eight “multiple intelligence” categories. Students should **choose** the **one** activity that is most interesting to them. Teachers should use their discretion in assigning point values to these activities. Students may also be given additional credit for performing/presenting.

| Linguistic | Mathematical | Spatial | Kinesthetic | Musical | Interpersonal | Intrapersonal | Naturalist |
|--|---|---|--|--|---|--|--|
| Create a 1-minute TV commercial about your book or article. | Create a graphic organizer that illustrates the main points of your book or article. | Draw a detailed illustration that depicts an important idea or scene from your book or article. | Perform a role play or skit that depicts an important idea or scene from your book or article. | Write original lyrics (to a familiar tune) that relate an important idea or scene from your book or article. | Write six new and important interview questions you would like to ask the author of your book or article. | Write a journal entry that describes your thoughts/feelings as you read your book or article. | Create a neatly labeled timeline that chronicles at least 8 of the important events of your book or article. |
| Write a newspaper story that answers the 5 W's about your book or article. | Create a collage from magazine pictures, photos, and/or clip art that illustrates your book or article. | Draw a multi-paneled cartoon that depicts an important idea or scene from your book or article. | Perform an interpretive dance that depicts an important idea or scene from your book or article. | Write original lyrics to a rap that depicts an important idea or scene from your book or article. | Locate and print out another article that relates to or extends your knowledge about your book or article. | Write a poem of at least 8 lines that relates your thoughts/feelings as you read your book or article. | Assemble and explain a collection of “artifacts” that represent your book or article. |

Differentiated Reader Response Activities Rubric



| Good 5 points | Fair 3 points | Poor 1 point |
|---|---|---|
| <ul style="list-style-type: none"> Student's reader response activity demonstrates thorough understanding of the reading. | <ul style="list-style-type: none"> Student's reader response activity demonstrates understanding of the reading. | <ul style="list-style-type: none"> Student's reader response activity demonstrates limited understanding of the reading. |
| <ul style="list-style-type: none"> Student exceeded format guidelines. | <ul style="list-style-type: none"> Student met format guidelines. | <ul style="list-style-type: none"> Student did not meet format guidelines. |
| <ul style="list-style-type: none"> Student's work shows extraordinary effort. | <ul style="list-style-type: none"> Student's work shows effort. | <ul style="list-style-type: none"> Student's work shows little effort. |
| <ul style="list-style-type: none"> Student communicates his/her ideas clearly. | <ul style="list-style-type: none"> Student communicates his/her ideas satisfactorily. | <ul style="list-style-type: none"> Student communicates his/her ideas poorly. |